

Picture recipe notes - Using easy pizza example



Why easy pizzas?

- Easy pizzas are simple to prepare and popular with all ages.
- They provide an opportunity to introduce a variety of different vegetables.
- You can use any bread for the base including loaves, wraps and English muffins.



Before you start

- Have a clear idea about what you want to achieve.
- Cook the recipe yourself beforehand.

The equipment

- Make sure you have enough equipment.
- This recipe needs either an oven or an electric frying pan. It could also be done with a camping gas stove and a frying pan with a lid.



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The participants

- The recipes can be used with a wide range of participants from different backgrounds and can be adapted for different groups.
- Participants may have literacy, numeracy, social, development, and mental health issues. In these cases the sessions need to be planned around the participants' needs and not just around nutritional education outcomes.
- With some participants increased self esteem and confidence may be the most important outcome.

Nutrition messages

- Try and think of the nutrition messages you want to convey before you start.
- Have only a few clear messages (up to 3).
- Tell the participants the messages at the start so they are aware of what they should know or be able to do when they have finished.
- Repeat the messages during the session.
- Repeat the messages at the end of the session.
- Be careful not to confuse the messages with lots of other information.

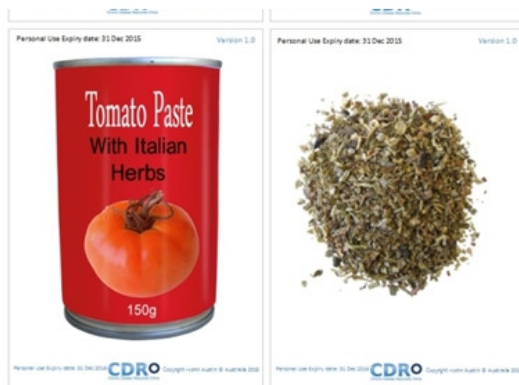
Planning skills

- Helping the participants to plan is important. The skill should be incorporated into each part of the budgeting, shopping, food preparation and cooking process.
- People don't need to write things down to plan, they just need to have a clear idea of what they want to do.

Choices

- The mini pizza recipe has a choices poster and cards.
- Ingredient substitutions (choices) are often needed due to unavailability of ingredients and personal preferences.
- Having choices provides the opportunity to explore different flavours, ingredients and discuss good and poor choices in terms of nutrition.

Cards



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Choice & ingredient posters



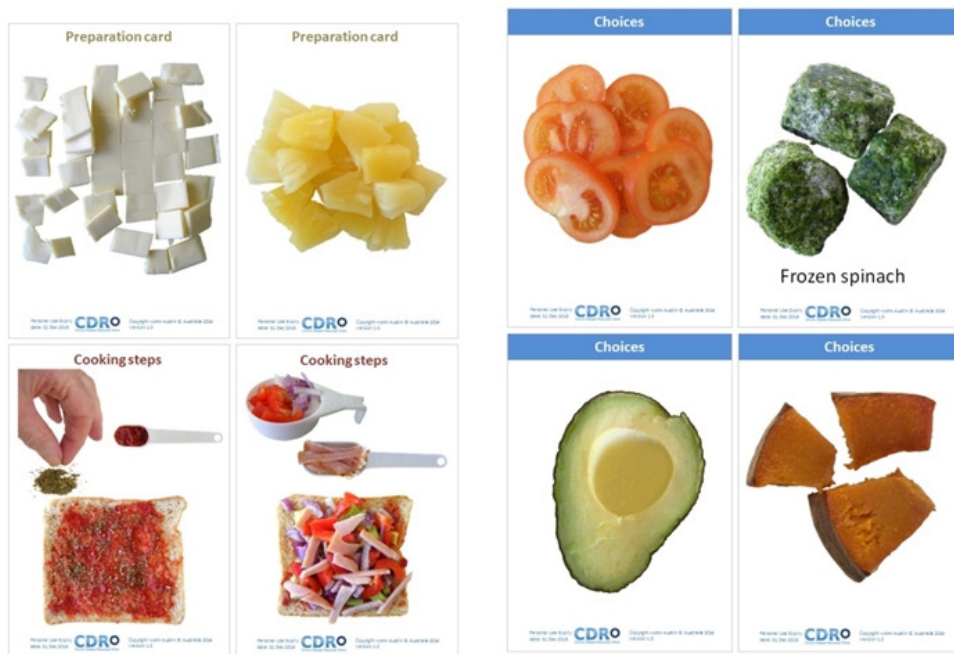
- Sometimes there may not be an appropriate choice card, in which case you can draw your own card.

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Shopping

Planning the shopping

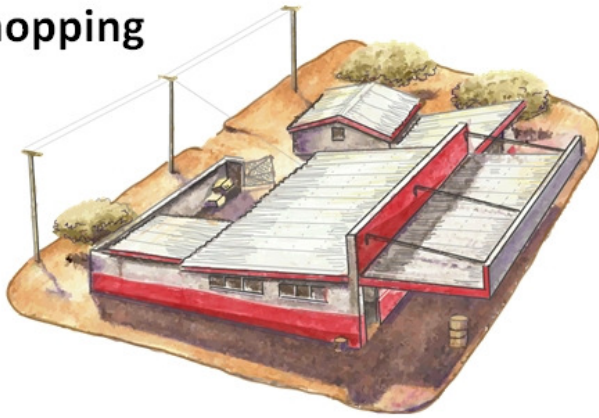
- The recipe has a set of ingredient and choice cards.



- If you are going to include a shopping activity, the participants will need a shopping list and a budget.
- You can use cards to create shopping lists:
 - The ingredient cards can be matched against the recipe ingredients.
 - Choice cards can be matched against the ingredient cards. When the participants have done this, the cards can be used to make a shopping list.
 - If the participants find writing easy, they can write out a shopping list. If writing is difficult the picture cards can become the shopping list.
 - Depending on the group, you may want to include quantities in the shopping lists. Whether you provide quantities or the participants work them out will, depend upon the group.
- You can leave the budgeting until you get to the store.
- Remember you will need an esky or a cooler bag to bring back the foods which need to be kept cool. It is good if you also have shopping bags.

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Shopping



At the store

- You can have each group to either:
 - Make a shopping list for all the ingredients they will need, or
 - Only find just one or two ingredients.
- Using their shopping list or cards, get the participants to find out what is available and how much each costs.
- You can then give each group a budget.
- After purchasing the ingredients separate the foods which need to be kept cool. Transport these back in the esky or cooler bag, the rest can go into the shopping bags.



Getting ready to prepare the food.



- Everyone (including you) should wash their hands and do a food hygiene check.
 - The recipe has a poster which uses the two bowl hand washing method.
 - With young people you can use the food hygiene posters for the hygiene check.
 - If you provide aprons or hair nets, the participants should put them on now.
 - Check the equipment against the recipe.
- What ever you expect the participants to do you should do it yourself. This sets a good example and is called modelling.

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Preparing ingredients

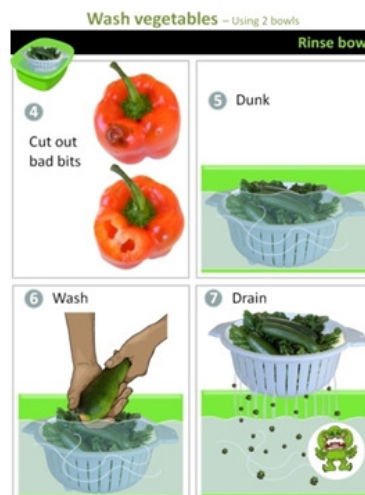
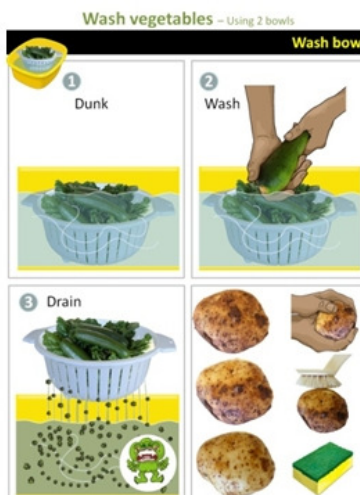
This recipe can use these resources:

- A set of ingredient preparation posters.

It is best to also have a sample of the prepared ingredients, so the participants can see what you expect.



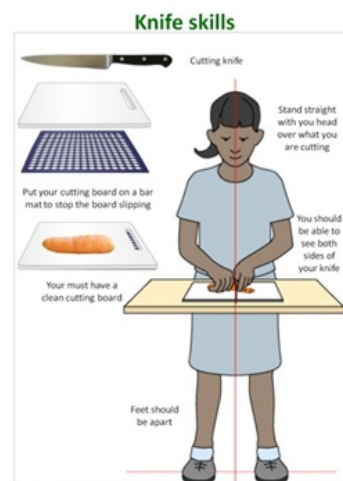
- A poster for cleaning fruit and vegetables using the two bowl method



- A knife skills poster.

If this is the first time the participants will use knives, you will need to demonstrate (model) and check they can use them properly.

If the participants have used knives before, you will still need to check and enforce safety rules.



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- a poster for separating high and low risk foods

When preparing ingredients make sure the low and high risk foods are prepared separately. Best practice is to have separate plates and chopping boards for low and high risk food.



A choice option

- A variety of ingredients are prepared from which the participants can choose their own ingredients, this allows them to try different combinations.



Recipe steps

- The recipe has a set of recipe step cards which can be matched with the recipe.
- You can use the cards instead of demonstrating. You will need to point out which steps has a safety issue and demonstrate how to perform the step safely.



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Measuring



- The recipe has a set of measuring cards which can be matched with the recipe.
- Encourage the participants to measure correctly as it makes it easier to discuss portions and serves.
- You may find some participants have difficulty measuring, especially those with learning difficulties. These participants should be encouraged to measure.
- Measuring is learnt by practice.

Cooking

- The participants should now be able to follow the recipe themselves.
- You may want to control the cooking process by telling the participants which step to do next.
- Careful supervision is essential during the cooking process.



Eating together



- Herbs and spices used in the recipes have been restricted because of cost and availability. The herbs used include: Italian mixed herbs, chilli powder, curry powder and cumin as an option.
- Everyone (including you) should wash their hands.
- When the food is ready, sit down, eat together and talk. This is the most important part of the cooking session.
- With children and young adults affirmation is essential. Inviting people who are older to share the food with them can enhance their self esteem.

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Cleaning up



- The recipe has posters for washing dishes, disposing of food and cleaning benches and sinks.
- Instruct the participants on where to store the food.
- Store the equipment and clean the floors.
- You may want to clean up before you eat; it is up to you.

Food groups



- Each picture recipe includes a food plate section where the ingredients are put into their food group. The amount of serves in the recipe are also shown.
- The recipe comes with a blank food plate where the participants can put the ingredients and the choices they have made into the right food group.

What have the participants learned (Evaluation)

- You can only evaluate what has been learnt if you are able to see or hear the participants' progress.
- Written evaluation sheets filled out by participants are not appropriate when evaluating these kind of sessions. Recording what you have seen and heard, however, is useful.
- Remember to always ask the participants to tell you what they have learned or what they have done.

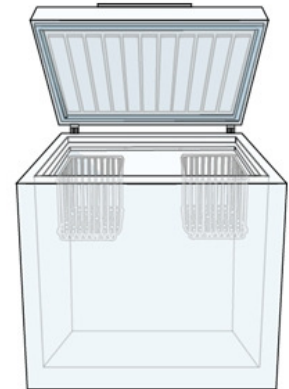
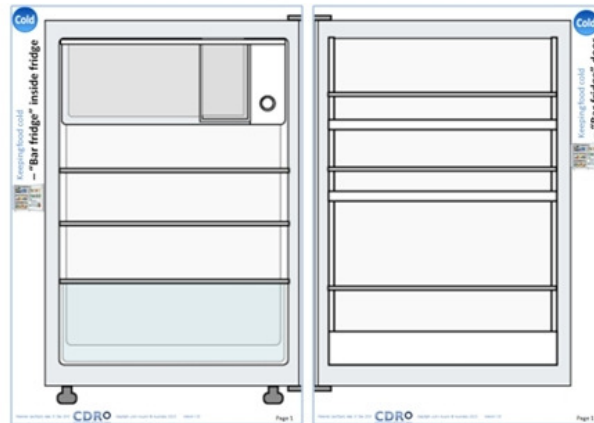
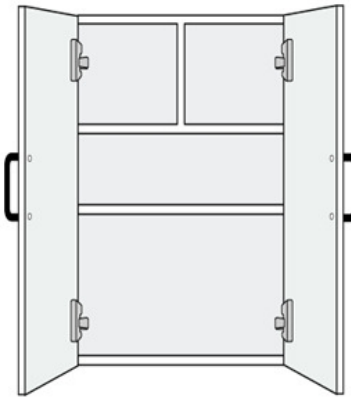
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Storage

- The recipe comes with food storage resources.
- Storage is a food hygiene issue.
- A storage activity can be done after returning from shopping or after cleaning up

Posters



Kitchen rules

- You will need make up your own set of kitchen rules.

[illegible]

Writing a word recipe

- Being able to follow a word recipe is an important skill, because most recipes don't have pictures.
- There is a worksheet which can be used to convert a picture recipe into a word recipe:
 1. The participants can either use the picture recipe and the worksheet to write their own word recipe, or
 2. A harder task is for the participants to write the word recipe from memory without the picture recipe.

Health Professional Facilitator Information

You must at all times use your own professional judgement when using this resource

Use of resource:

Picture Recipe Notes – Using example of mini pizzas

This resource has been designed to provide some tips for conducting cooking sessions. It includes food preparation, food safety, shopping and supervising the cooking. The mini pizza example can be applied to all the different recipes which emphasise making personal and healthy choices.

Purpose of resource:

To provide an overview of how the resources can be used .

Key skills (Competencies):

A person should be able to:

- Follow a picture recipe.
- Prepare and cook food safely..
- Store and handle food safely.
- Clean up and dispose of food safely.
- Show which food groups the ingredient belongs to.
- Talk about the choices they make.

Key Health Messages

- Make good choices for yourself – What you like and what is good for you.
- Prepare, cook and store food safely .
- Talk about food you enjoy cooking, preparing and eating.
- Learn to measure, it helps understand how much you are eating and makes you a better cook.

Target group:

This resource is designed to be used by any Australians but is primarily aimed at kids and adolescents (boys and girls).Everyone should be able to cook.

Notes:

This resource is designed to be printed A4 size and used as a handout.

Pages of this resource can also be printed A3 and used as a poster.

If someone has poor eyesight it can be printed as an A3 handout.

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